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ABSTRACT

This American Studies elective course for 10th 11th, and 12th grade students emphasizes American foreign policy in this century. Specific examples of past policy serve as a basis for analyzing factors involved in policy making. It is hoped that a knowledge of the United States' role in the international arena will lead to a more complete understanding of the present American position in world affairs. Course goals are for the student to: 1) examine how the U.S. makes and conducts foreign policy; 2) trace the change in foreign policy from isolation to emergence; 3) discuss America's role in World War I and the war's aftermath; 4) formulate hypotheses about America's status in world affairs as evidenced by World War II and related events; and, 5) examine the cold war and generalize about the U.S.'s future in foreign affairs. In addition to a usual goals section, the guide includes: a content outline, objectives, learning activities section, and a list of supplementary textual materials. (OPH)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

Social Studies

American Foreign Policy
#6416.58
#6448.68

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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SOCIAL STUDIES

AMERICAN FOREIGN POLICY

6416.58
6448.68

by

LARRY SIRY

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1972

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INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g. pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to, Social Studies, Room 306 Lindsey Hopkins.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: THE STUDY OF AMERICAN FOREIGN POLICY WITH EMPHASIS ON THIS CENTURY, USING SPECIFIC EXAMPLES IN AN ATTEMPT TO ANALYZE ALL THE FACTORS INVOLVED IN POLICY MAKING.

CLUSTER: AMERICAN STUDIES

GRADE LEVEL: 10-12

COURSE STATUS: ELECTIVE

INDICATORS OF SUCCESS: NONE

COURSE RATIONALE: American students living in today's complex world need to more fully understand the forces which control their present lives. A knowledge of the United States' role in the international arena will lead to a more complete understanding of the present American position in world affairs.

In this course the student will be given an opportunity to examine the decisions and actions of the United States in foreign affairs. The student will also be given the chance to judge these decisions with a view towards making his own decisions as an educated American citizen in the decades ahead.

COURSE GOALS:

1. THE STUDENT WILL EXAMINE HOW THE UNITED STATES MAKES AND CONDUCTS FOREIGN POLICY.

2. GIVEN SELECTED CONCEPTS OF AMERICAN FOREIGN POLICY FROM THE 19th CENTURY, THE STUDENT WILL TRACE THE CHANGE IN THIS POLICY FROM ISOLATION TO EMERGENCE.

3. THE STUDENT WILL DESCRIBE AMERICA'S ROLE IN WORLD WAR I AND THE WAR'S AFTERMATH.

4. THE STUDENT WILL FORMULATE HYPOTHESES ABOUT AMERICA'S STATUS IN WORLD AFFAIRS AS EVIDENCED BY WORLD WAR II AND RELATED EVENTS.

5. THE STUDENT WILL EXAMINE THE COLD WAR AND GENERALIZE ABOUT AMERICA'S FUTURE IN FOREIGN AFFAIRS.

COURSE CONTENT OUTLINE:

I. The Making of Foreign Policy

A. What is Foreign Policy?

B. The Executive Branch and Foreign Policy

C. The Congress and Foreign Policy

D. The Influence of Public Opinion on Foreign Policy

E. Instruments of Foreign Policy

II. Isolation and Emergence

A. Foreign Affairs in the 1800's

1. Early U.S. Isolation Policies
2. Applications of the Monroe Doctrine

B. The Age of Imperialism

1. Definition
2. The British Imperial System

C. United States Imperialism in the Western Hemisphere

1. Spanish-American War
2. Caribbean Influence and Intervention

D. United States Imperialism and Influence in the Pacific

1. Pacific Acquisitions
2. Diplomatic Involvements

III. World Warfare

A. The Great War Begins

B. United States Neutrality

C. American Involvement

1. Pressures to Enter the War
2. Causes for Entry

D. Armistice and Isolation

1. Treaty of Versailles
2. United States Isolation

E. Post-War Peace Attempts

1. The League of Nations
2. Peace Conferences

IV. World Leadership

A. Totalitarianism

1. Definition
2. Rise of Dictators

B. The United States and Neutrality

COURSE CONTENT OUTLINE: (cont.)

C. Pearl Harbor and After

1. The European Theatre
2. War in the Pacific

D. Allied Plans for Peace

1. Allied Summit Conferences

V. Cold War and the Policy of Containment

A. Post-War Europe

1. Iron Curtain
2. Birth of the Policy of Containment
3. NATO v. Warsaw Pact

B. Post-War Asia

1. Japan
2. China
3. Korea

C. Southeast Asia

D. The Middle-East

E. Underdeveloped Nations of Latin America and Africa

F. The Future

1. Containment? Isolation? Involvement?
2. Problem Areas Ahead

GOAL 1: THE STUDENT WILL EXAMINE HOW THE UNITED STATES MAKES AND CONDUCTS FOREIGN POLICY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. THE MAKING OF FOREIGN POLICY WHAT IS FOREIGN POLICY?	A. The student will define foreign policy in his own words and compare it with formal definitions from the experts.	1. The student will be asked to define foreign policy in his or her own words. 2. References: DeConde, A History of American Foreign Policy, or Holt, United States Policy in Foreign Affairs. Given definitions of foreign policy from the above sources, the student will compare his definition with those of the historians and make any needed additions to his own definition.
	B. The student will be able to define terms basic to study of foreign policy.	1. Given a standard dictionary, the student will define the following terms: a. foreign b. policy c. nation d. country e. state f. sovereignty g. territory h. international i. alliance j. war k. diplomacy l. diplomat m. ambassador n. envoy o. embassy p. consulate q. protocol r. diplomatic immunity s. visa t. passport 2. View filmstrip: Who Shapes Foreign Policy?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	2. (cont.) After viewing the filmstrip, the student will be able to define the roles of each of the following in forming foreign policy: a. The President b. The Congress c. The Public (This activity serves as an introduction to the next three sections.)
THE EXECUTIVE BRANCH AND FOREIGN POLICY	C. The student will be able to define the legal limits of the President in foreign affairs.	1. Given a copy of the United States Constitution (found in the back of most texts), the student will locate and interpret, in his own words, the sections dealing with: negotiations of treaties declaration of war ambassadors regulation of foreign trade commander-in-chief The student should pay particular attention to the role that each of the above and the President play in foreign affairs. 2. For student discussion: Alexis de Tocqueville in his book, Democracy in America, described presidential power. "It is its foreign relations that the executive power finds occasion to exert its skill and its strength."

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (cont.)	2. (cont.) In foreign affairs, the President "possesses almost royal perogatives." a. Do you think de Tocqueville was right in his appraisal of the American presidency? b. Why is it necessary for the President to have extraordinary powers in foreign policy decisions? c. What do you see as the dangers of such a system where the President has "royal perogatives?"
	D. The student will be able to recognize acquired powers of the President in foreign affairs.	1. View filmstrip: The American Presidency, Pt. 1. The student will be able to differentiate between those powers enumerated in the Constitution and those acquired through tradition. (Limit the activity to powers related to the carrying out of foreign policy.) 2. For selected students, use the memoirs and autobiographies of the post World War II presidents. Students will report to the class the views of these men and how they viewed their role in foreign affairs.
	E. The student will be able to explain the role of the State Department in the implementation of foreign affairs.	1. View filmstrip: The State Department.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	E. (cont.)	1. (cont.) After viewing the filmstrip, the student will be able to explain the function of the Department of State and list some of its major responsibilities. 2. Or view film: Profiles in Courage. Hamilton Fish, Pt. 1, 30' b/w, 1-31112 Pt. 2, 28' b/w, 1-31113 After viewing the film, students will examine the role of a secretary of state and the pressures of the Executive branch of government to act in foreign policy. 3. For slower readers, use American History Study Lessons, Unit 8, "Lesson 1, American Foreign Policy: 1789-1803." The student will read pp. 563-564 and answer exercise questions on pp. 565-566.
THE CONGRESS AND FOREIGN POLICY	F. The student will be able to define the role of the Congress in the implementation of foreign policy.	1. Given a copy of the Constitution, the student will locate and interpret, in his own words, the sections dealing with: declarations of war ambassadors congressional committees appropriations. The student will pay particular attention to the role the Congress plays in each of the above in foreign affairs. 4

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	F. (cont.)	2. Selected students will research the views of Henry Cabot Lodge and William Fullbright with respect to the right of Congress to be involved in making foreign policy.
INFLUENCE OF PUBLIC OPINION ON FOREIGN POLICY.	G. The student will be able to explain the role played by the citizenry in shaping foreign policy.	1. The student will examine the influence of foreign affairs on elections. Using a state adopted history text, the student will research the following presidential campaigns and make particular note of the foreign policy issue in the campaign.

Election Year	Candidates	Foreign Policy Issue
1916	1. 2.	
1920	1. 2.	
1940	1. 2.	
1952	1. 2.	
1960	1. 2.	
1964	1. 2.	
1968	1. 2.	
1972	1. 2.	

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	G. (cont.)	2. Small Group Discussion: In small groups, students will discuss the following questions and share the results with the rest of the class. a. To what extent do you think pressure groups can influence foreign policy? Give examples. b. To what extent does public opinion affect foreign policy in a democracy such as the United States or Great Britain? c. To what extent do you think dictators are affected by public opinion? d. To what extent do you think leaders can influence public opinion on a certain foreign policy?
	H. The student will be able to explain the relative power of the press in shaping foreign policy.	The student will research the following topics from American history and determine the influence of the press in shaping foreign policy: 1. Yellow Journalism - Cuba, 1898. 2. Propaganda - 1916 - 1917. 3. Television debates of 1960. 4. Television and the Vietnam question.
INSTRUMENTS OF FOREIGN POLICY	I. The student will be able to list and define the instruments for carrying out foreign policy.	1. Reference: Holt, <u>United States Policy In Foreign Affairs</u>. Given the above reference the student will read and define the instruments of foreign policy, namely: 6

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	I. (cont.)	1. (cont.) a. diplomacy b. international organization c. military force d. foreign aid e. Peace Corps f. trade The student will be able to discuss how each of the above can be used by the President to accomplish his objectives in foreign affairs. (This may be a good activity to return to at the completion of the course.) 2. View filmstrips: <u>Portrait of a Diplomat</u> <u>The Pentagon</u> <u>Foreign Aid</u> After viewing the above filmstrips, the student will be able to discuss the various influences which affect the foreign policy of the United States.

GOAL 2: GIVEN SELECTED CONCEPTS OF AMERICAN FOREIGN POLICY FROM THE 19th CENTURY, THE STUDENT WILL TRACE THE CHANGE IN THIS POLICY FROM ISOLATION TO EMERGENCE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. ISOLATION AND EMERGENCE FOREIGN AFFAIRS IN THE 1800's	A. The student will identify the statements of George Washington urging neutrality, and compare them with the isolationist provisions of the Monroe Doctrine.	1. View filmstrip: <u>Emergence of the United States as a World Power</u>, Part 1, "Independence and Manifest Destiny." Following the filmstrip, the student will make a list of the policies which led to isolation and those which led to involvement. 2. Using a state adopted text, the student will examine Washington's advice in his "Farewell Address" regarding neutrality. Students will then list and discuss the advantages and disadvantages of such a neutral policy for a young nation. 3. Using a state adopted text, the student will list the main points of the Monroe Doctrine. Then the student will compare the Monroe Doctrine with the Farewell Address. The student will make a list of the ways in which the Monroe Doctrine is isolationist and in agreement with Washington's advice. 4. For slower readers, use <u>American History Study Lessons</u> Unit 8, "Lesson 2, American Foreign Policy: 1803-1870." Students will read pp. 567-569 and answer exercise questions on pp. 569-570.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. Given the provisions of the Monroe Doctrine, the student will classify selected incidents of American foreign policy and discuss the application of the Monroe Doctrine.	The students in small groups of 4 or 5 will be given cases from American History, such as: 1. Purchase of Alaska 2. Maximilian Affair 3. Venezuelan Boundary Dispute 4. Baltimore Affair 5. Venezuelan Debt Crisis In each group, students will decide if the events are applicable to the Monroe Doctrine. (If cases are presented in an open-ended fashion, students can role play and make decisions regarding the application of the Monroe Doctrine to the event.)
THE AGE OF IMPERIALISM	C. The student will describe aspects of imperialism and be able to cite reasons for its justification.	1. After the teacher has provided a definition of imperialism, the student will complete a list of the advantages and disadvantages of a colonial empire. 2. Assign certain selected students to research the imperialistic powers of the late 19th century. Have these students role play as the various countries and present arguments to the class in an attempt to justify a policy of imperialism. 3. Reference: Fitzgerald, American Foreign Policy. pp. 13-39. Have above average students research geo-political theories which justify imperialism as a national policy. Reports on such theories could be presented as oral reports to the class.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. Given the British Empire as an example of imperialism, the student will locate on an outline map of the world the extent and influence of this empire.	1. View film: Imperialism and European Expansion. 14'C, 1-12557. 2. Reference: World History 400 Cartridge D, "Europe in 1815 - Imperialism" Cartridge E, "Imperialism Cont'd." The student will prepare an outline map of the world showing the following: a. European colonial possessions acquired by 1815 b. European colonial possessions acquired between 1815 and 1914 c. American territorial holdings in 1914.
UNITED STATES IMPERIALISM IN THE WESTERN HEMISPHERE	E. The student will identify the causes and results of the Spanish-American War and reasons for American involvement.	1. Reference: The Adventure of the American People, Ch. 22. Students will explain the causes of the Spanish-American War: a. Spanish Atrocities b. Economic Interests c. Yellow Journalism d. De Lome Letter e. Sinking of Maine. 2. Group Work: Present examples of Yellow Journalism from Cuba in 1890's.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	E. (cont.)	2. (cont.) From these accounts let student groups decide the role the United States government should play in the internal affairs of Cuba. Groups should attempt to decide what was fact and what was sensational journalism. 3. The student will complete the following chart: Immediate results of the war | Lasting results of the war 4. Questions for discussion: a. Why might the Spanish-American War be considered a turning point in American History? b. What lessons might Americans today learn from a study of the causes of the Spanish-American War? c. Was the United States justified in its declaration of war against Spain? Would a neutral observer in 1898 have predicted so one-sided a victory? 5. For slower readers, use American History Study Lessons Unit 8, "Lesson 3, Imperialism and the Spanish-American War." Students will read pp. 571-573 and answer exercise questions on pp. 573-575.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	F. Given examples of American imperialism in The Caribbean, the student will locate the area involved on an outline map and be able to cite the reasons for American involvement.	1. View a filmstrip: The Age of Theodore Roosevelt, Pt. 2, "America as a Power." or Film: Theodore Roosevelt, 26' b/w, 1-31560. Life and Times of Teddy Roosevelt 16' b/w, 1-31469. Introduce this section with a film or filmstrip on Theodore Roosevelt. The student should pay particular attention to the section involving American foreign policy. 2. Provide students with an outline map of Middle America and the Caribbean Sea. The student will label areas of American involvement. 3. Reference: Cox, Power and Prosperity, pp. 1-33. The student will read and compare arguments of the anti-imperialists with those of the imperialists. 4. Selected students will research applications of the Monroe Doctrine in the Caribbean area, with particular reference to the: Roosevelt Corollary Platt Amendment Panama Canal

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	F. (cont.)	4. (cont.) The students will prepare a discussion based on the question: Does the United States have the right to intervene in political and economic affairs of the Western Hemisphere for the purpose of keeping European powers out? 5. For slower readers, use American History Study Lessons Unit 8, "Lesson 4, Problems of Colonial Possession," pp. 575-578. "Lesson 5, United States Policy in the Caribbean," pp. 579-582. "Lesson 6, The United States and Latin America," pp. 583-586. Students will read lessons and answer exercise questions following each of the above lessons.
AMERICAN IMPERIALISM AND INFLUENCE IN THE PACIFIC	G. The student will describe the economic and political reasons for American colonization in the Pacific.	1. The student will use text Adventure of the American People, pp. 481-494, (or any state adopted text) to complete the following chart dealing with American colonization:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	G. (cont.)	1. (cont.)

Colony	Date Acquired	Method of Acquisition	Economic Value	Strategic Value
Samoa				
Guam				
Philippines				
Hawaii				
Alaska				

2. The student will list ways by which a nation can acquire territory. Give an example of each from United States history.

3. The student will locate on an outline map of the world the colonies acquired by the United States, namely:

   a. Alaska
   b. Hawaii
   c. Philippines
   d. Guam
   e. Samoa
   f. Panama Canal
   g. Virgin Islands
   h. Puerto Rico

4. Questions for discussion:

   a. Discuss comparative difficulties encountered by the United States in governing
      (1) Hawaii
      (2) Puerto Rico
      (3) Philippines
      How do you account for the differences?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	G. (cont.)	4. (cont.) b. Do the people, or should the people of American colonies enjoy Constitutional rights and privileges?
	H. The student will state reasons for American interest in the western Pacific.	1. The student will use text Adventure of the American People, pp. 484-488, (or any state adopted text) and read about American relations with China and Japan. 2. On an outline map of the western Pacific students will locate and identify: a. Spheres of Influence in China b. Peking, Port Arthur, Formosa, Hong Kong, Japan, Manchuria, Korea and the Philippines. 3. The student will explain how the respective spheres of influence present in China in the late 19th century had resulted in the statement of John Hay's "Open Door Policy." Related topic for discussion: American participation in the Boxer Rebellion. 4. As a review of this section and a preview of the next, use filmstrip Emergence of the United States As A World Power, Pt. 2, "Imperialism and World War."

GOAL 3: THE STUDENT WILL DESCRIBE AMERICA'S ROLE IN WORLD WAR I AND THE WAR'S AFTERMATH.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. WORLD WARFARE THE GREAT WAR BEGINS	A. The student will identify and be able to discuss the causes which led to the Great War in Europe.	1. The student will view filmstrip: Causes of World War I. After viewing the filmstrip, the student will list and explain the four (4) basic causes of war - particularly the causes of World War I. Reference: Todd, Curti, Rise of the American Nation, pp. 592-598. 2. Given an outline map of Europe in 1914, the student will identify the countries of Europe 1914. By means of different colors the student will show those countries that belonged to the Triple Alliance, those that belonged to the Triple Entente and those that remained neutral. 3. The student will complete a chart showing the two conflicting alliances.

	Members	Strength of the Alliance	Weakness of the Alliance
Triple Alliance			
Triple Entente			

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (cont.)	4. The student will compare the causes of World War I with our current world problems. a. In what ways are they similar? b. How are they different?
	B. The student will list the sequence of events which led to open war in Europe in 1914.	1. The student will compose a list of events tracing the steps from the assassination of Archduke Ferdinand to the outbreak of hostilities. 2. Small group discussion: Small groups will discuss and resolve the following questions, results will be shared with the class as a whole: a. What steps do you think might have been taken to avoid the outbreak of World War I? b. Could an effective United Nations have dealt with the problems leading to World War I? c. What effect does instantaneous communication have on the solving of international disputes?
THE UNITED STATES AND NEUTRALITY	C. Given the principles of neutrality, the student will review the official American position during the early part of World War I and evaluate the feasibility of the policy.	1. Reference: Cox, Power and Prosperity, pp. 117-156. The student will compare arguments for and against neutrality, and write an essay in which a position is taken and defended. 2. Question for discussion: a. What should be the rights of neutrals in a world war?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (cont.)	2. (cont.) b. Is it possible for a nation to remain neutral today? c. Why is it no longer possible for the United States to be unaffected by even the most minor incident outside its borders? 3. Selected students will research and compare the problems of America as a neutral nation between 1914-1917, with those between 1804-1812.
AMERICAN INVOLVEMENT	D. The student will identify the pressures against the neutral position of the United States.	1. Reference: Adventures of the American People, Ch. 25. The students will cite examples of each of the following pressures for entry of the United States into World War I.

Pressures for U.S. Entry	Example
Economic	
Propaganda	
Self-Protection	

2. The student will trace the attempts by President Wilson to keep the United States out of the War. (Pay particular attention to the speeches made by Woodrow Wilson in 1916 and 1917.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	E. The student will cite examples of reasons for American entry on the Allied side in 1917.	The student, given the following events will justify the reasons why the United States eventually entered the war on the side of the Allies.

Event	Justification
Sinking of Lusitania	
Sussex Pledge	
Zimmerman Note	
Unlimited Submarine Warfare	
Declaration of War	

F. The student will describe American participation in Europe during World War I.

1. Using a state adopted text, the student will list the steps taken to prepare the United States for war.

2. View film:

   World War I: Role of the U.S.A. 28' b/w, 1-31025.

   The student will list American efforts at home and abroad.

3. View film:

   Pershing, General John J. 26' b/w, 1-31561.

   The student will identify American military contributions in the war.

4. For slower readers use American History Study Lessons, Unit 8,
   "Lesson 8, The United States and Europe: 1914-1939."

   Students will read pp. 591-593 and answer exercise questions pp. 593-595.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
ARMISTICE AND ISOLATION	G. The student will analyze Woodrow Wilson's peace plan and be able to discuss its implications.	1. View films: Wilson, Woodrow, 26' b/w, 1-31551 Wilson, Woodrow, Spokesman for Tomorrow, 27' b/w, 1-30995 or Filmstrip: Woodrow Wilson: Idealism and American Democracy, Part 1. The student will state the general objective of Wilson's 14 points. 2. Given an outline map of Europe, the student will show the new face of Europe in 1918 and use it as a basis for comparison with a map of Europe in 1914. 3. After reviewing Wilson's "Fourteen Points" the student will discuss these topics: a. Abolishment of the causes of war, points 1-5 b. Self-determination for Europe, points 6-13 c. A League of Nations, point 14 4. After discussing the "Fourteen Points" the student will respond to the following practical questions: a. Would nations agree to disarm? b. How was it possible to be "impartial" in assigning colonies? c. Would nations surrender enough sovereignty to a world organization to make it effective? 5. Selected students will compare Wilson's "Fourteen Points" with the interpretation made by the Allied Powers.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	H. The student will debate the proposed Treaty of Versailles and the proposed League of Nations.	1. Given arguments for and against the Treaty of Versailles in: Cox, Power and Prosperity, pp. 157-224 Sandler, People Make A Nation, pp. 551-559 Bartlett, A New History of the United States, pp. 578-582 the student will be able to identify the views of each side. 2. After studying the arguments of both sides the student will analyze the reasons why Wilson failed to accomplish his idealistic objective of a "war to end all wars."
	I. The student will apply the isolationist domestic feelings to the implementation of American foreign policy in the 1920's.	1. The student will research the following topics and explain how each contributed to the isolationist view taken in United States foreign policy in the 1920's: a. Russian Revolution b. Red Scare c. Anti-immigrant feelings d. Resurrection of the Ku Klux Klan e. Defeat of United States entry into the League of Nations 2. The student will write an essay in which he or she explains why America reverted to a policy of isolation, and why it became an impossible policy to maintain.
POST-WAR PEACE ATTEMPTS	J. The student will formulate reasons as to why the League of Nations proved to be ineffective.	1. Small group discussion: Small groups will discuss the following and then discuss conclusions with the class:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	J. (cont.)	1. (cont.) If you had been living in the 1920's would you have favored United States entry into the League of Nations? Why, or why not? 2. Research topics: a. The League of Nations (1) Its structure (2) Machinery for preventing war b. Ineffectiveness of the League in dealing with the aggression of: (1) Japan (2) Italy (3) Germany 3. For advanced students, use (The Amherst Project) Collective Security in the 1930's: The Failure of Men or the Failure of a Principle?"
	K. The student will cite examples of peace attempts after World War I and be able to discuss their success or failure.	1. Students will fill in the following chart on the efforts to reduce armaments and promote world peace:

Conference	Date	Purpose	Outcome
Washington Conference			
Locarno Pact			
Kellogg-Briand Pact			
London Conference			
World Disarmament Conference			

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	K. (cont.)	2. The student will research and describe the provisions of the Kellogg-Briand Pact. Students will also be able to answer these questions: a. What was the pact's purpose? b. Why did the treaty exist outside of the League of Nations? 3. The student will present agruments defending an answer to the following question: Which disarmament conference do you think was the most significant? Why?

GOAL 4: THE STUDENT WILL FORMULATE HYPOTHESES ABOUT AMERICA'S STATUS IN WORLD AFFAIRS AS EVIDENCED BY WORLD WAR II AND RELATED EVENTS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IV. WORLD LEADERSHIP TOTALITARIANISM	A. Given post World War I conditions around the world, the student will formulate reasons for the rise of totalitarianism in various countries.	1. The student will study and compare totalitarianism and democracy as to:

	Totalitarianism	Democracy
Definition		
Objective		
Methods		
Reasons for the peoples' support		

2. Small group discussion:

   In small groups, the class will determine how each of the following factors led to the rise of dictators:

   a. Weaknesses of the League of Nations
   b. Controversial Treaty of Versailles
   c. The Great Depression
   d. Nationalism

3. Questions for discussion:

   a. What problems were created by World War I in Europe and America?
   b. What attempts were made to solve those problems?
   c. What solutions did dictators in Italy, Germany and Japan propose?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (cont.)	4. The student will be able to list the causes of World War I and World War II. In a composition, the student will describe how the causes were similar and dissimilar. The student will also draw some conclusions about the causes of war.
	B. The student will describe the rise of the various dictators prior to World War II.	1. The student will do research into the lives of dictators: a. Mussolini b. Hitler c. Stalin d. Franco e. Tojo The student will research at least two of the above so that a comparison might be made. (Present day dictators might be added to the list.) 2. The student will view films dealing with the men and events that produced World War II: The Twisted Cross, Pt. 1 — 28' b/w, 1-31051 Pt. 2 — 28' b/w, 1-31053 Hitler, Adolph Pt. 1 — 26' b/w, 1-31571 Mussolini, Benito — 26' b/w, 1-31573 Road to World War II — 18' b/w, 1-13291 Screen News Digest, Vol. 11, Issue 5, (Franco) — 16' b/w, 1-13573 At the conclusion, the student will be able to discuss the conditions conducive to dictatorship and be able to cite examples to support his or her opinion.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	3. Review the Great Depression in America. View film: Roosevelt, Franklin D. Pt. 1. 26' b/w, 1-31552 The student will compare the efforts of F.D.R. to cure economic ills with those of Mussolini or Hitler. 4. For slower readers, use American History Study Lessons Unit 8, "Lesson 9, United States Neutrality and the Rise of Dictatorships." The student will read pp. 595-597 and answer exercise questions pp. 597-598.
UNITED STATES NEUTRALITY	C. The student will cite reasons for American neutrality prior to World War II.	1. View films: World at War 44' b/w, 1-40115 World War II: Prologue U.S.A. 28' b/w, 1-31028 The student will chart world-wide aggression in the 1930's and reasons for American neutrality. 2. Reference: Adventure of the American People, or any state adopted text. The student will examine the legislation which made America neutral in the 1930's.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. The student will formulate opinions concerning American neutrality in the 1930's.	1. Reference: Cox, Challenge and Promise, pp. 33-129. a. The student will read and examine the issue of American neutrality in the 1930's. b. The student will then make a list tracing the events which led from American neutrality to involvement. 2. Group discussion: The student will take and defend a position concerning neutrality. The student should be able to use examples from the 1930's to support his or her position.
PEARL HARBOR AND AFTER	E. The student will describe American foreign policy in Europe and Asia during World War II.	1. Reference: Adventures of the American People, or any state adopted text. The student will describe how each of the following moved the United States closer to involvement in World War II: a. Battle of Britain b. Destroyer Deal c. Selective Service Act d. Lend Lease e. Atlantic Charter f. F.D.R.'s "Four Freedoms" 2. Map Study: The student will locate and name on an outline map the countries of Europe. By shading, the student will show the extent of German and Italian aggression by 1941.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	E. (cont.)	3. The student will outline the strategy of the Allies in Europe, and list the major military events which accomplished the objectives. 4. Map Study: Using an outline map of the Pacific, the student will show the extent of Japanese aggression by, and after December 7, 1941. 5. The student will outline the strategy of the Allies in the Pacific and list the major military events which accomplished the objectives. 6. The student will make a time table of the most crucial events in World War II. Show what part was played by the military, homefront, and errors made by the enemy. Opposite each, the student will tell why he has selected the event as crucial.

Event	Part played by military, homefront or error of enemy	Why have you selected event?

7. Show films:

Churchill, Champion of Freedom,	22' b/w,	1-12487
Hitler, Adolph, Pt. 2,	26' b/w,	1-31572
Roosevelt, Franklin D. Pt. 2	26' b/w,	1-31553
Stalin, Josef V.	26' b/w,	1-31574

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	E. (cont.)	7. (cont.) The student should compare the four (4) leaders as to their: a. Rise to power b. Conducting of World War II c. Eventual success or failure. 8. The student should be encouraged to read one of the many books in the library on the subject of World War II. 9. For slower readers, use American History Study Lessons Unit 8, "Lesson 10, The United States in World War II." Students will read pp. 599-601 and answer exercise questions pp. 601-603.
	F. Students will discuss the use of nuclear weapons.	1. Reference: The Limits of War, AEP, pp. 33-48 The student will examine: a. Reasons for dropping the A-bomb b. President Truman's decision c. Japanese reaction 2. Reference: Hersey, John. Hiroshima. Several students might read and report to the class on selected sections.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	F. (cont.)	3. Group Discussion: a. Was the dropping of the Atomic Bomb a necessary action toward ending World War II? b. What was the effect on the post-World War II era? 4. For advanced students, use (The Amherst Project) Hiroshima: A study in Science, Politics, and the Ethics of War.
ALLIED PLANS FOR PEACE	G. The student will construct a treaty for the day when World War II will be over.	Role Playing: Students in small groups will play the part of each of the Allies and defeated nations. They will negotiate a treaty answering these questions: 1. Will Germany be divided? If so, how? 2. What will be done with Japan? 3. What will be done to prevent future wars?
	H. The students will compare their 'Treaty' with the actual agreements reached at various conferences that took place towards the end of World War II.	1. The student will examine the various conferences held, and what each accomplished.

Conference	Date	Accomplishment
Atlantic Charter		
Cairo		
Tehran		
Dumbarton Oaks		
Yalta		
San Francisco		
Potsdam		

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	H. (cont.)	2. The student will compare their 'Treaty' made in class, with those conferences just studied. The student should note similarities and differences. 3. The student will list the improvements of the United Nations over the League of Nations. Weakness of the League of Nations | Improvements by the United Nations 4. For slower readers, use American History Study Lessons Unit 8, "Lesson 11, Results of World War II" pp. 603-608. "Lesson 12, The Formation of the United Nations" pp. 608-612. Students will read the above mentioned lessons and answer the exercise questions.
	I. The student will discuss the question: Did the Allies have the right to try the Nazis as war criminals?	1. References: Bedford, Henry F. From Versailles to Nuremberg, pp. 75-94 or The Limits of War, AEP, pp. 7-31 In a short written account, the student will summarize some of the war crimes committed during World War II.

OAL 5: THE STUDENT WILL EXAMINE THE COLD WAR AND GENERALIZE ABOUT AMERICA'S FUTURE IN FOREIGN AFFAIRS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
. COLD WAR AND THE POLICY OF CONTAINMENT POST-WAR EUROPE	A. The student will describe the beginning of the Cold War in Europe.	1. View film: American Foreign Policy Since Pearl Harbor Pt. 1, 25' C 1-31785 Pt. 2, 25' C 1-31786 or Filmstrip: Emergence of the United States as a World Power, Pt. 3, "World Leadership." The student will briefly summarize United States foreign policy since World War II. 2. The student will listen to, or read, Winston Churchill's "Iron Curtain Speech" at Fulton, Missouri. Given an outline map of Europe, the student will show the Iron Curtain on the map and the capital cities mentioned by Sir Winston Churchill in the speech. 3. For slower readers, use American History Study Lessons Unit 8, "Lesson 14, The Cold War and American Policy in Europe." Students will read pp. 616-618 and answer exercise questions on pp. 618-620.
	B. Given the problem of communist subversion, the student will formulate plans to stop the aggression, and then compare those plans with the actions that were actually taken at the time.	1. Small Group Discussion: Given the actual cases of Soviet subversion immediately following World War II, the student in small groups will formulate plans to counter Soviet moves in Europe.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	I. (cont.)	2. View film: Profiles in Courage, Robert A. Taft Pt. 1, 32' b/w 1-31118 Pt. 2, 28' b/w 1-31119 The student will list arguments opposed to and in favor of the Nuremberg Trials.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	2. Reference: Cox, Challenge and Promise, pp. 333-349 or Sandler, People Make A Nation, pp. 579-585. The student will examine the policy of containment as set forth by the Truman Administration, particularly: a. Truman Doctrine b. Point 4 Program c. Marshall Plan 3. The student will compare the Truman plans with those proposed by the small groups in class. 4. View film: Truman, Harry S., Pt. 1. 26' b/w, 1-31544 or Filmstrip: Truman, Harry S: Man of Decision, Pt. 1, "War and Peace" Pt. 2, "Years of Crisis" The student will summarize the efforts of President Truman to stop communist subversion and aggression. 5. Selected students will present reports to the class: a. The Truman Doctrine compared with the Monroe Doctrine b. Description of the origin and operation of the Marshall Plan.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	6. Given a map of the world, the student will show: a. Countries in alliance with the United States b. Countries allied with the Soviet Union c. Neutral countries d. Hotspots, countries in current turmoil 7. Role Playing: Students will put themselves in the place of the President or Secretary of State and decide how to accomplish the following objectives in foreign policy: a. Prevention of another world war b. Strengthening of democracies throughout the world c. Opposition to the spread of communism
	C. The student will compare efforts of the communist and democratic governments to win the hearts and minds of the people.	1. The student will trace the conflicts between the Soviet Union and the United States concerning the Berlin question: a. Berlin Blockade b. Berlin Wall c. Reunification of Germany 2. View film: Screen News Digest, Vol. 11, Issue 1 (Czechoslovakia), 14' b/w, 1-13434 The student will examine and report on events in Eastern Europe since 1945.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (cont.)	3. View film: The European Community, 18' C 1-13553 The student will evaluate west European progress and compare it with that of Russian satellite countries of eastern Europe.
POST-WAR ASIA	D. The student will describe events that brought democracy to Japan following World War II.	1. View film: MacArthur, General Douglas, 26' b/w, 1-31542. The student will list the steps taken by General MacArthur to set up a democratic government in Japan. 2. Selected students will examine the Japanese Constitution with reference to the article forbidding an armed forces for reasons other than defense. Students will report findings to the class. The students in class will discuss: a. Should the United States take responsibility for Japan's defense? b. What role should Japan play in the western Pacific in regard to the Soviet Union and Communist China?
	E. The student will contrast the struggle between the ideologies of communism and democracy in Asia, with that in Europe.	1. View films: The Korea Story, 20' b/w, 1-13054 or Truman, Harry S., Pt. 2. 26' b/w, 1-31545

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	E. (cont.)	1. (cont.) The student will examine the events that led to the Korean War as well as the action taken to end the conflict. (The student should refer to state adopted texts for additional information.) 2. For advanced students, use (The Amherst Project), Korea and the Limits of Limited War. 3. View films: China: The Awakening Giant 17' C, 1-13129 China: The Old and the New 16' C, 1-13103 China: The Social Revolution 17' C, 1-13047 Mao Tse-tung 26' b/w, 1-31554 The student will list the events that led to a communist government in China, and then compare its accomplishments to other post-war Asian and European countries. 4. The student will research the events surrounding Richard M. Nixon's 1972 China visit and then discuss: a. To what extent should the U.S.A. get involved with China? b. What should be done about the Nationalist Chinese on Taiwan? c. How might this 'China-thaw' affect our diplomacy with other nations in the Pacific?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
SOUTHEAST ASIA	F. The student will discuss the problem of United States intervention to to prevent communist subversion.	1. View film: Why Vietnam? 30' b/w, 1-30033 The student will complete the chart. Reasons for U.S. Intervention in S.E. Asia | Arguments opposed to U.S. Intervention 2. Reference: Sandler, People Make a Nation, pp. 594-605 The student will read in depth on the question of the American containment policy in Southeast Asia. He will be able to write an essay expressing his opinion on this policy. 3. Reference: Cox, Challenge and Promise, pp. 395-446 The student will trace and be able to examine the arguments, pro and con, concerning American involvement in Southeast Asia. The student should be able to associate the personality with the argument. 4. For slower readers, use American History Study Lessons Unit 8, "Lesson 15, The Cold War and American Policy in Asia." Students will read pp. 621-623 and answer exercise questions on pp. 623-624.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE MIDDLE EAST	G. The student will debate the question of Arab-Israeli claims to territory in the Middle East.	1. View film: Screen News Digest, Vol. 10, Issue 1 16' b/w, 1-13228 (Lightning War in the Middle East) or Filmstrip: Middle East in Turmoil The student will make a list of the major reasons contributing to Arab-Israeli conflict in the Middle East. 2. For slower readers, use American History Study Lessons Unit 8, "Lesson 16, The Cold War and American Policy in the Middle East." Students will read pp. 625-627 and answer exercise questions on pp. 627-628.
	H. The student will write an "up-to-date" evaluation of the struggle between the Soviet Union and the United States for dominance in the Mediterranean and the Middle East area.	1. The student will examine and read news magazines going back to the 1967 crisis with a view towards assessing the position of the United States and Soviet Union in the Middle East. 2. The students will discuss the position of the United States in the event of a resumption of hostilities.
UNDERDEVELOPED NATIONS OF LATIN AMERICA AND AFRICA	I. The student will analyze the current situation in Latin America and Africa with a view towards improving the economic lives of the people in these areas.	1. View film: Latin America: Its History, Economy, and Politics, Part 2, 33' b/w, 1-31147

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	I. (cont.)	1. (cont.) The student will list the weaknesses of Latin American governments and the major problems facing all of these governments. 2. View film: Fidel Castro 26' b/w, 1-31157 and Read: Cox, Challenge and Promise (Cuban Missile Crisis) pp. 388-398. Students in small groups will discuss the following questions: a. Does the United States have the right to intervene in the internal affairs of another country when the situation threatens our security? b. Was John F. Kennedy within his legal rights during the Cuban Missile Crisis? Explain. c. Are the Monroe Doctrine and the Roosevelt Corollary still applicable today? 3. Reference: United States Policy in Foreign Affairs, pp. 60-66. The student will examine the question of United States aid in Latin America with a view towards evaluating the Alliance for Progress.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	I. (cont.)	4. Group Discussion: Students will resolve through thoughtful discussion: To what extent should the United States aid underdeveloped nations in their quest to "make it" in the 20th Century? 5. For slower readers, use American History Study Lessons, Unit 9, "Lesson 11, The United States and Aid to Underdeveloped Nations." Students will read pp. 689-691 and answer exercise questions on pp. 692-693. 6. For slower readers, use American History Study Lessons, Unit 8, "Lesson 17, The Cold War and American Policy in Africa." pp. 629-633 "Lesson 18, The Cold War and American Policy in Latin America." pp. 634-637. Students will read the above lessons and do the exercise questions following each lesson.
THE FUTURE	J. The student will review and differentiate between containment, isolation, and involvement as policies in future American foreign affairs.	1. Review: View film, The Growth of American Foreign Policy, 19' b/w, 1-13328

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	J. (cont.)	1. (cont.) The student will complete the chart, showing examples of the different American policies.

Foreign Policy	Historical Event	Student Assessment of the Policy
Isolation		
Involvement		
Containment		

2. The student will write a position paper recommending one of the following foreign policies for the next decade:

   a. Isolation
   b. Involvement
   c. Containment

3. Selected students will research and report on the "New Isolationists" and Richard M. Nixon's plan for "A Generation of Peace."

K. The student will examine prospective problems in foreign affairs with a view towards forming an educated opinion (view) about them.

1. Small Group Discussion:

   Students will speculate on future diplomatic problems related to:

   a. Over-population
   b. Quest for ocean resources
   c. Nuclear weapon proliferation
   d. Exploration of outer space
   e. Worldwide pollution

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	K. (cont.)	2. For slower readers, use American History Study Lessons Unit 9, "Lesson 8, Atomic Control, Disarmament, and World Peace." Students will read pp. 676-678 and answer exercise questions on pp. 679-680. 3. For slower readers, use American History Study Lessons Unit 9, "Lesson 10, The United States in the Space Race." Students will read pp. 685-687 and answer exercise questions on pp. 687-688. 4. For slower readers, use American History Study Lessons Unit 9, "Lesson 13, The United States and the Future." Students will read pp. 698-700 and answer exercise questions on pp. 700-701.

MATERIALS:

1. RECOMMENDED BASIC TEXTUAL MATERIALS:

* Allen, Jack and Betts, John L. History: USA. New York: American Book Company, 1971.

* Graff, Henry F. and Krout, John A. The Adventure of the American People 2nd Ed. Chicago: Rand McNally & Company, 1970.

Holt, Pat M. United States Policy in Foreign Affairs. Boston: Allyn and Bacon, Inc., 1971. (Paperback)

Todd, Lewis P. and Curti, Merle. Rise of the American Nation. New York: Harcourt, Brace & World, Inc., 1966.

2. SUPPLEMENTARY TEXTUAL MATERIALS:

Abramowitz, Jack. American History Study Lessons, Units 8 and 9. Chicago: Follett Publishing Company, 1963.

Andersen, Ruth O. M. American Foreign Affairs. Palo Alto, California: Field Educational Publications, Inc., 1971.

Atlas of World History. Maplewood, New Jersey: Hammond, Inc., 1968.

Bailey, Thomas A. A Diplomatic History of the American People. New York: Meredith Publishing Co., 1964.

* Bartlett, Irving, et al. A New History of the United States: An Inquiry Approach. New York: Holt, Rinehart and Winston, Inc., 1969.

Bedford, Henry F. From Versailles to Nuremberg: The American Encounter with the Nazis. New York: The Macmillan Company, 1969.

Bierck, Harold A. The United States and Latin America, 1933-1963: From the Good Neighbor to the Alliance for Progress. New York: The Macmillan Company, 1969.

Cohan, George. Collective Security in the 1930's: The Failure of Men or the Failure of a Principle? (The Amherst Project). Menlo Park, California: Addison-Wesley Publishing Company, 1970.

* State Adopted

MATERIALS: (cont.)

2. (cont.)

Communist China. Columbus, Ohio: American Education Publications, 1970.

* Cox, David, et al. Problems In American History: Power and Prosperity, 1890-1929. New York: John Wiley and Sons, Inc., 1969.

* _____. Problems In American History: Challenge and Promise. 1930 to the Present. New York: John Wiley and Sons, Inc., 1969.

DeConde, Alexander. A History of American Foreign Policy. New York: Charles Scribner's Sons, 1963.

Diplomacy and International Law. Columbus, Ohio: American Education Publications, 1970.

Divine, Robert A. American Foreign Policy Since 1945. Chicago: Quadrangle Books, 1969.

Fitzgerald, Jr., Thomas A. American Foreign Policy. New York: Benziger, Inc., 1972.

* Freidel, Frank and Drewry, Henry N. America: A Modern History of the United States. Lexington, Mass. D. C. Heath and Company, 1970.

Harris, Jonathan. Hiroshima: A Study in Science, Politics and the Ethics of War. (The Amherst Project). Menlo Park, California: Addison-Wesley Publishing Company, 1970.

Hersey, John. Hiroshima. New York: Bantam Books, 1946.

Hickman, Martin B. Problems of American Foreign Policy. Beverly Hills, California: Glencoe Press, 1969.

Holbo, Paul S. United States Policies Toward China: From the Unequal Treaties to the Cultural Revolution. New York: The Macmillan Company, 1969.

Limits of War, The. Columbus, Ohio: American Education Publications, 1970.

* State Adopted